

## The effect of Think Pair Share towards writing ability and learning motivation of the Islamic higher school students

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### Abstract

The study was aimed at measuring the effect of Think Pair Share (TPS) technique towards the students' ability and their learning motivation in writing descriptive text at the Islamic higher school (Madrasah Aliyah) Darul Ulum Palangka Raya. Quasi-experimental research design with pre-test and post-test was applied in this study. The population of the study was 72 students of the class X-IPS, X-IPA, and X-Religion, and the sample of this research was 47 students of the class X-IPS and X-IPA. The data were collected by using the writing test and questionnaire. It was used One –Way ANOVA to analyze the data and applied dependent Sample Post-test calculation to test the hypotheses. The findings shows that there is significant difference among groups after doing the treatment with F value is higher than F table ( $8.65 > 3.55$ ). It was found that the teaching of writing using TPS technique was more effective than those without TPS technique with the significant value lower than alpha ( $0.01 < 0.05$ ); the teaching of writing using TPS was more effective on student's learning motivation than those without TPS technique; and there was significant different effect of using TPS technique towards writing ability and learning motivation ( $0.00 < 0.05$ ). It means that the TPS technique gives a significant effect on the students' ability and their learning motivation in writing descriptive text.

**Keywords:** effect; Think Pair Share (TPS); writing ability; writing learning motivation; descriptive text

### INTRODUCTION

Writing, one of the language skills, is about expressing ideas into a sentence or paragraph to produce writing that is in thoughts, opinions, and feelings. Therefore, writers will need a sentence patterns such as present and past tense, passive voice. Also, the writers also use the correct punctuation such as using capital letter in the first sentence and full stop at the end of the sentence.

Broadmann, Chintya, and Frydenberg (2002, p. 4) state that writing is a continuous process of thinking, organizing, rethinking, and reorganizing. The mastery of vocabulary, spelling, grammar, punctuation, appropriate content, word selection

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*Institut Agama Islam Negeri Palangka Raya Indonesia, 16-17 November 2018*

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appropriate to the audience, topic and occasion, are required in writing. However, the ability of thinking and the ability to organize are crucial in order to make you express your idea in well-organized sentences, which have a good coherence and cohesion. That's why many people and students find it difficult to write.

Broadman et al. (2002) stated that to make a good writing, writers should think, plan, write a draft, rethink, rewrite, rethink, and rewrite again more and more until they produced good writing. In addition, writing is a continuous process of thinking and organizing. Good writers go through six basic steps such as assessing the assignment, generating ideas, organizing ideas, writing the first draft, rewriting, and writing the final draft. Every step can be repeated as many times as writers need.

According to Yulianti (2018) writing covers the great range of styles a student will perform in his daily lives. It may include filling forms, making lists, writing letters, note-taking, or academic writing. Writing develops students' critical thinking to express what they think and convey their idea in the arrangement of the sentence. Most of the students think that writing is the difficult skill for them. In addition, Warochmah (2017) stated that the students at schools got difficult in every level of grade because they are still strange with the process of writing. Through the process, students are suggested to explore their ideas to start writing, think what to write, how to explain it, and then arrange those ideas into some phrases and sentences until they become a good writing in the form of paragraph or essay.

Writing skill is discussed in the current study because students have difficulties in understanding and their ignorance of the content of writing, organization, mechanics, and lack of vocabulary. Those are some of the factors that are considered the most difficult skills for students in each class because there are many steps in the writing process and students must found their ideas to started their product; thinking about what to write, how to decipher it, then putting those ideas into phrases to be a good writing project.

Based on the observation at the Islamic higher school (Madrasah Aliyah) Darul Ulum Palangka Raya, it was found that one of their difficulty factors is creating ideas when they wanted to start writing. Mostly the students got difficult and confused to start writing first draft. Also, they got difficult in the use of the pattern of the paragraph or to the point of the theme. Besides, they have low writing skills so that students often made mistakes in stating the main idea for their writings. They had difficulties in exploring the idea to write. They did not know what to write since students' word choices were limited. Students sometimes found difficulties in applying the appropriate words to express their ideas and they also made many mistakes in structure. Also, they often made mistakes when applying the appropriate tense for their texts and they made many mistakes in word order. They often made many mistakes when ordering words into sentences, and their writing had lack of cohesiveness and coherence. Students did not get the specific guidance on how to write systematically.

The factor making students' writing skill low is related to the students' obligations as the basic factor. Based on the experience, teacher should bring them to write it as a necessity. Beginning with a duty and necessity will force the brain to think and grow the habit of writing. The use of TPS technique can help students to exchange their ideas with a group to create creative ideas. They are not accustomed to English words, so students lack the vocabulary and make errors in grammar and spelling in their writing. This hobby makes the students have a difficulty to express their ideas in the written form. Students should practice their writing regularly to make a good writer. This factor also affects the writing mastery and makes students' writing ability low. In the term of the engagement of the students in language learning, teachers need to know about the learning strategies or techniques applied by the students in their classroom for learning. Moreover, learning outcomes are really influenced by the learning process and the learning process is influenced by the characteristics of the learners and also the learning situation (Arulselvi, 2006).

In addition, Miftah (2015) points out that the difficulties can be caused by the inappropriate techniques of the teachers in teaching writing. It will make boredom for the students and have less motivation in learning writing. The atmosphere in the class also influences the students to write. When the atmosphere of the class is not conducive, it will make the students bored. Consequently, the students will not encourage in expressing their idea. Therefore, it is suggested to teachers to do creative teaching activities to encourage and motivate their students to write.

Motivation in the writing classroom is necessary and has an important role in the process of learning. It can affect both new learning and the performance of the skill, strategies, and behavior. It also affects both learning and behavior of the students to motivate to learn. The higher motivation students show an effort to learn more than those who have lower motivation. Therefore, the students who have higher motivation to learn will get more successful (Pintrich & Schunk, 2008).

Based on the above elaboration, the researchers introduced Think Pair Share technique as one of the new methods to learn to write accurately. Students learn how to work with their peers to find ideas and then students combine the idea into a single entity to new create creative and effective ideas. According Kagan and Kagan (2009), cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his/ her own learning and is motivated to increase the learning of others. Also, cooperative learning strategy can increase students' writing ability (Sabarun, 2011). Cooperative Controversy Technique can improve learners' motivation in English learning (Suciati, 2016).

According to Alpusari and Putra (2013), Think Pair Share (TPS) Model could improve the students in writing for Indonesian school students. There are some benefits of TPS for the student are: The first benefit is that TPS can improve students' confidence. The second is the user of the timer gives all students the opportunity to discuss their ideas. The last, the Think-Pair-Share technique improves the quality of the

students' responses. For teachers, the teachers create a new situation to make their students speak up. Secondly, the teachers can manage the classroom. It is not teacher-centered anymore. The teachers consider the students as the center of the teaching and learning process.

According to Ulrich and Glendon (2005, p.40), using think pair share in teaching and learning process gives the students a chance to discuss their individual solutions with another student where the students get both positive reinforcement and support for their answer, which increase their confidence before presenting their thoughts to the whole class. In addition, using think pair share can encourage the students to be more active and comfort in developing their ideas especially in written form.

Some studies have been done in this topic area. Ika (2017) studied to help students to generate ideas easily by discussing with pairs or the whole class. Besides, they can also discuss their writing in a group. Sumarsih and Sanjaya (2013) investigated to find out the improvement of students achievement in writing descriptive text through the application of Think Pair Share (TPS) technique. The finding showed that average scores of students in every evaluation kept improving. Also, Rohman (2014) reported the positive response of the students' responses towards the application of think pair share in the teaching-learning process. Other research was conducted by Siburan (2013). It was found that the use of Think Pair Share technique overcomes most of the students' difficulties in a number of writing aspects in writing descriptive texts. In addition, in the idea of using collaborative writing, Supiani (2012) found that there was a significant improvement in the students' achievement in writing descriptive text.

In this current study, the researchers would confirm the power of Think Pair Share by doing experimental research. Therefore, the research problems are addressed as follows: (1) is there any significant effect of using think pair share toward writing ability of the eleventh-grade students of Madrasah Aliyah Darul Ulum Palangka Raya?; (2) is there any significant effect of using think pair share toward learning motivation of the eleventh-grade students of Madrasah Aliyah Darul Ulum Palangka Raya?; and (3) is there any significant effect of using think pair share toward writing ability and learning motivation of the eleventh-grade students of Madrasah Aliyah Darul Ulum Palangka Raya?

In this present research, it focuses on investigating the effect of Think Pair Share on students' writing skills, particularly on writing descriptive paragraph and their learning motivation. It is expected, theoretically, the result of the study would support writing methods of using TPS to improve students' abilities in writing descriptive paragraph. Also, it would find the effect of this think pair share of writing ability and learning. The pedagogical advantage of it is to help the students to solve their problems, regarding writing ability and learning motivation. Furthermore, by Think Pair Share, students can be motivated to improve the ability to write so that their ability increased.

## **METHOD**

This study applied experimental research design because it measures the effect of using Think Pair Share on students' writing ability and their learning motivation. The experiment means comparing the effects of a treatment given with that of no treatment given. In this study it applied quasi experimental design. It manipulates an independent variable but different in that the subjects are not randomly assigned to the treatment group (Ary et al., 2010).

The population of this study was all of the tenth grade students at Madrasah Aliyah Darul Ulum Palangka Raya. Each class has a variety; there are 21 students in the experimental class, 26 students in the control class, and 25 students in the try out class. The total of the total population are 72 students. There was three class of the tenth grade X-IPS, X-IPA, X-Religion in academic year 2018/2019 with total 72 students. It took two classes or groups become the samples by using cluster sampling technique. The classes are one class for experimental group taught with Think Pair Share (TPS) and another one for control group taught with non TPS.

To collect the data, it used test and questionnaire. A writing test was used for testing students writing ability. The students were asked to write comparison and contrast paragraph by the guidelines of answering the questions. To conduct testing, it begins with the pretest before treatment was given. It is to find the data of the students' writing ability before the action or treatment. After treatment was given, the post test was conducted. It was to measure the effects of treatment by using TPS on the students' writing ability. For scoring, it was used scoring rubric for writing adapted from Weigle (2002, p.116). There were five aspects of writing to assess, they are, content, organization, vocabulary, language use, and mechanics. Each criterion was rated into four scales of rating score.

A questionnaire used was adapted from Gardners' Attitude/Motivation Test Battery (AMTB) questionnaire of motivation (Gardner, 2001). It was translated from English into Indonesian to make the students easily understand the statement of the items. Rating scale that was used in this study is Likert Scale. Likert scales consist of a series of statements all of which are related to a particular target (which can be, among others, an individual person, a group of people, an institution, or a concept); respondents are asked to indicate the extent to which they agree or disagree with these items by marking (e. g., circling) one of the responses ranging from 'strongly agree' to 'strongly disagree' (Zoltan, 2003, p.37). For the first questionnaire, the scales ranges from „Strongly Disagree“ to „ Strongly Agree“ and they were code as (Strongly Disagree=1, Uncertain=2, Disagree=3, Agree=4, Strongly Agree=5) (Zahra, 2008, p.55). Total of the statements are 37 items, but, based on validity result, total of the statements became 32 items. Which has 5 un-valid item. A Higher score indicated higher motivation and lower score indicated lower motivation of the students which based on the criteria of score interpretation below.



The procedures to collect the data were: (1) observed the all of tenth grade classes consists X IPS,X IPA,X Religion classes of Madrasah Aliyah Darul Ulum Palangka Raya; (2) divided the students (sample) into two groups (experimental and control) by using cluster sampling. The researcher gave a pre-test to both groups (experimental and control) The pre-test was used to measure the students mastery on writing ability in both of groups (experimental group and control group) before giving treatment; (3) checked the result of pre-test of experimental and control group; (4) taught the students in experimental group and control group about writing by using the different technique. The experimental group was taught using Think Pair Share and control group taught using the technique commonly used by previous teachers. The treatments were done 4 meetings. After doing the treatments, the researcher gave the post-test to both groups. Post-test was used to measure the student's writing ability after the treatment given. The purpose of giving post-test will to find out whether there is significant differences between experimental group and control group or not; (5) gave the student's questionnaire; (6) gave scores to students' writing fluency by used the scoring rubric. In this case, the writer applied One Way ANOVA for correlating samples to examine the significant differenced score between experimental and control group; and (6) compared the students' scores in the pre-test and post-test. It is done to know whether the students' scores in the experimental group are higher or not than students' scores in control group.

Having got the data from pre-test, then the data was analyzed and processed by using statistic calculating the One Way ANOVA. Data analysis is the last step in the procedure of experiment, in this case, processing the data. Data processing is the first step to know the result of both the experiment class and controlled class and also their difference. It fulfilled the requirements of ANOVA test. There were normality test, homogeneity test, and hypothesis test.

Then it applied the One Way ANOVA statistical to test hypothesis with level of significance 5%. Here is the procedure: (1) Collecting the data of students' writing score pre and posttest item result; (2) Arranging the obtain score into the distribution of frequency of score table; (3) calculating mean; (4) calculating median; (5) calculating modus; (6) calculating the standard deviation and standard error of students' score; (7) scoring the students' writing by using classify students; (8) measuring the normality and homogeneity; (9) calculating the data by using one way ANOVA to test the hypothesis of the study; it used the level of significance at 5%. If the result of test is higher than t table, it means  $H_a$  is accepted but if the result of test is lower than t table, it means  $H_o$  is accepted; (10) analyzing the data by using one way ANOVA analysis of variance to answer the problem of the study using SPSS program; (11) interpreting the result of analyzing data; (12) making discussion to clarify the research finding; and (13) gaving conclusion.

## FINDINGS

### The Result of Pre-Test of Experimental Group

Based on the calculation, it shows that the student's highest score was 71 and the student's lowest score was 45. To determine the range of score, the class interval and interval temporary were calculated. So, the range of score was 71, the class interval was 5 and the interval of temporary was 6. It was presented using frequency distribution in Table 1.

Table 1. Frequency Distribution of the Pre-Test Score

Class (K)	Interval (I)	Frequency (F)	Mid Point (x)	The Limitation of Each Group	Frequency Relative (%)	Frequency Cumulative (%)
1	67-71	2	69	66.5-71.5	9.52	100
2	62-66	6	64	61.5-66.5	28.57	90.47
3	57-61	5	59	56.5-61.5	23.80	61.90
4	51-56	2	53	50.5-55.5	9.52	38.09
5	45-50	6	47	44.5-50.5	28.57	28.57
		$\Sigma F = 21$				
				$\Sigma P = 100\%$		

The distribution of student's predicated in pre-test score of Experimental group can also be seen in Figure 1.

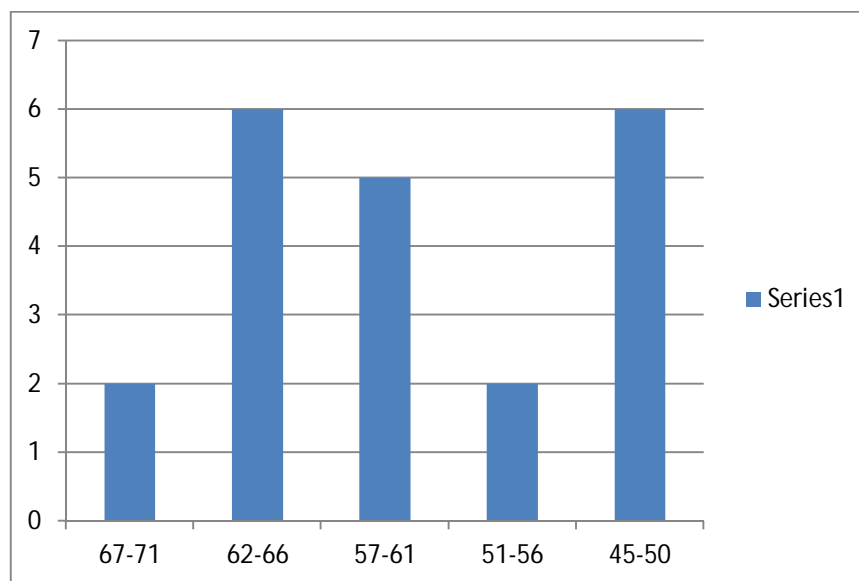


Figure 1. The Frequency Distribution of Pre-test of the Experimental Group

The Table 1 and Figure 1 show the pre-test score students in experimental group. It can be seen that there were 6 students who got score 45-50. There were 2 students who got score 51-56. There were 5 students who got score 57-61. There were 6 students who got score 62-66. There were 2 students who got score 67-71.

For calculating mean, standard deviation and standard error of pre-test scores of experimental group, Table 2 shows that mean is 55. The result of calculation showed the standard deviations of pre test scores of experimental group is 8.512 and the standard error 1.858.



Table 2. Calculating Mean, Standard Deviation and Standard Error of Pre Test Scores of Experimental Group

		FINAL SCORE
N	Valid	21
	Missing	0
Mean		55,43
Std. Error of Mean		1,858
Median		56,00
Mode		48
Std. Deviation		8,512
Variance		72,457
Range		26
Minimum		45
Maximum		71
Sum		1164

### The Result of Post-Test of Experimental Group

Based on the analysis the data on the table 4.. It can be seen that the student's highest score was 95 and the student's lowest score was 70. To determine the range of score, the class interval and interval temporary were calculated. So, the range of score was 27, the class interval was 5 and the interval of temporary was 4. It was presented using frequency distribution in Table 3.

Table 3. Frequency Distribution of the Post-Test Score

Class (K)	Interval (I)	Frequency (F)	Mid Point (x)	The Limitation of Each Group	Frequency Relative (%)	Frequency Cumulative (%)
1	94-99	4	96	93.5-99.5	19.04	100
2	88-93	7	90	87.5-93.5	33.33	80.95
3	82-87	4	84	81.5-87.5	19.04	47.62
4	76-81	2	78	75.5-81.5	9.52	28.57
5	70-75	4	72	69.5-75.5	19.04	19.04
		ΣF= 21	ΣP= 100%			

The distribution of student's predicated in post-test score of Experimental group can also be seen in Figure 2.

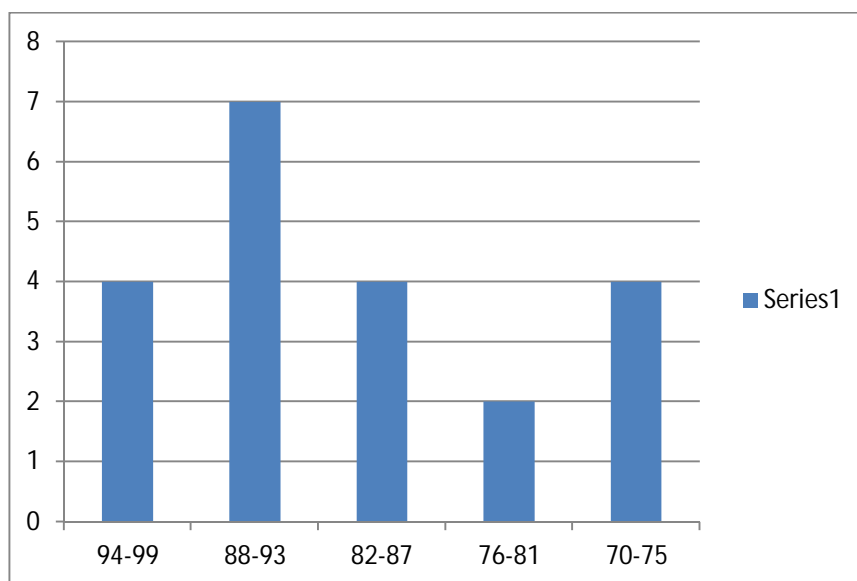


Figure 2. Mean, Standard Deviation and Standard Error of Post Test Scores of Experimental Group

The Table 3 and Figure 2 show the post-test score students in experimental group. It can be seen that there were 4 students who got score 70-75. There were 2 students who got score 76-81. There were 4 students who got score 82-87. There were 7 students who got score 88-93. There were 4 students who got score 49-99.

Table 4. Calculating Mean, Standard Deviation and Standard Error of Post Test Scores of Experimental Group

		FINAL SCORE
N	Valid	21
	Missing	0
Mean		85,33
Std. Error of Mean		1,925
Median		88,00
Mode		70
Std. Deviation		8,822
Variance		77,833
Range		26
Minimum		70
Maximum		96
Sum		1792

Based on the Table 4, it shows that the mean is 85. The result of calculation showed the standard deviations of pre test scores of experimental group is 8.822 and the standard error 1.925.

### The Result of Pre-test of Control Group

Based on the analysis, it shows that the student's highest score was 90 and the student's lowest score was 40. To determine the range of score, the class interval and interval temporary were calculated. So, the range of score was 35, the class interval was 5 and the interval of temporary was 5. It was presented using frequency distribution in the Table 5.

Table 5. Frequency Distribution of the Pre-Test Score

Class (K)	Interval (I)	Frequency (F)	Mid Point (x)	The Limitation of Each Group	Frequency Relative (%)	Frequency Cumulative (%)
1	70-75	3	72	69.5-75.5	11.53	100
2	64-69	3	66	63.5-69.5	11.53	88.46
3	58-63	3	59	57.5-63	11.53	76.92
4	52-57	4	54	51.5-57.5	15.38	65.38
5	46-51	11	48	45.5-51.5	42.30	49.99
6	40-45	2	42	39.5-45.5	7.61	7.61
		$\Sigma F = 26$				
				$\Sigma P = 100\%$		

The distribution of student's predicated in pre-test score of control group can also be seen in Figure 3.

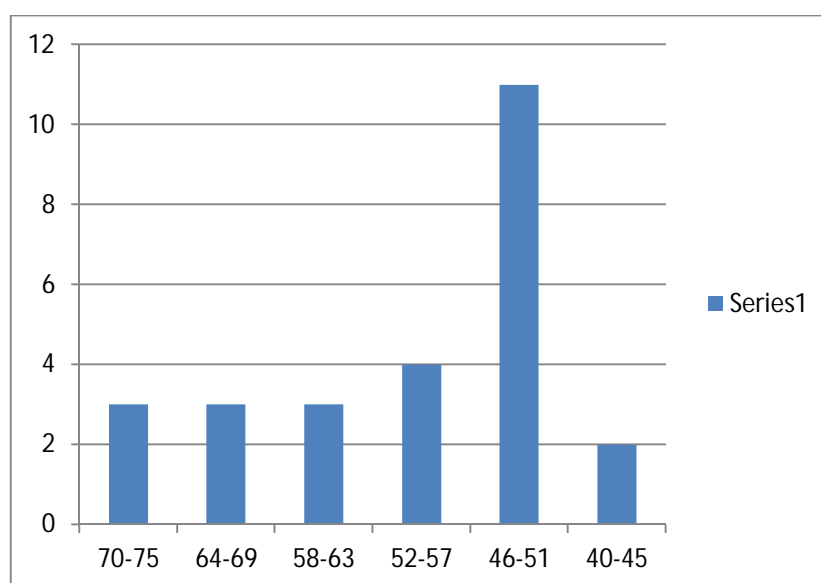


Figure 3. Mean, Standard Deviation and Standard Error of Pre Test Scores of Control Group

The Table 5 and Figure 3 show the pre-test score of students in experimental group. It can be seen that there were 2 students who got score 45-50. There were 11 students who got score 46-51. There were 4 students who got score 52-7. There were 3 students who got score 58-63. There were 3 students who got score 64-69. There were 3 students who got score 70-75.

Table 6. Calculating Mean, Standard Deviation and Standard Error of Pre Test Scores of Control Group

		FINAL SCORE
N	Valid	26
	Missing	0
Mean		55,31
Std. Error of Mean		1,858
Median		51,50
Mode		47 <sup>a</sup>
Std. Deviation		9,473
Variance		89,742
Range		35
Minimum		40
Maximum		75
Sum		1438

Based on the table 6, it shows that the mean is 55.31 . The result of calculation showed the standard deviations of pre test scores of experimental group is 9,473 and the standard error 1,858.

### The Result of Post-test of Control Group

Based on the analysis, it shows that the student's highest score was 93 and the student's lowest score was 61. To determine the range of score, the class interval and interval temporary were calculated. So, the range of score was 33, the class interval was 5 and the interval of temporary was 6. It was presented using frequency distribution in the Table 7.

Table 7. Frequency Distribution of the Post-Test Score

Class (K)	Interval (I)	Frequency (F)	Mid Point (x)	The Limitation of Each Group	Frequency Relative (%)	Frequency Cumulative (%)
1	89-94	4	92	88.5-95.5	15.38	100
2	82-88	8	85	81.5-87.5	30.76	84.61
3	75-81	9	78	74.5-81.5	34.61	53.84
4	68-74	4	71	67.5-74.5	15.38	19.23
5	61-67	1	64	60.5-67.5	3.84	3.84
		$\Sigma F = 26$				
				$\Sigma P = 100\%$		

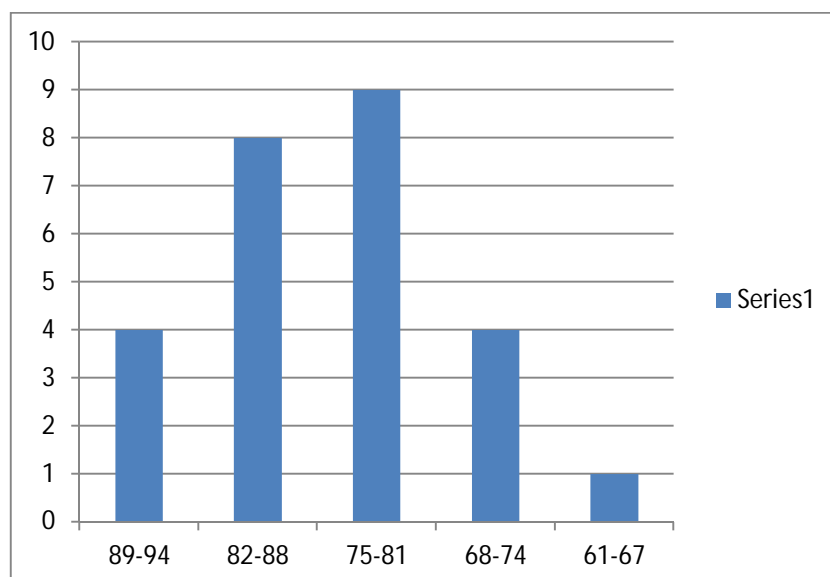


Figure 4. Mean, Standard Deviation and Standard Error of Post Test Scores of Control Group

The Table 7 and Figure 4 showed the pre-test score students in experimental group. It can be seen that there was 1 student who got score 61-67. There were 4 students who got score 68-74. There were 9 students who got score 75-81. There were 8 students who got score 82-88. There were 4 students who got score 89-94.

Table 8. Calculating Mean, Standard Deviation and Standard Error of Post Test Scores of Control Group

		FINAL SCORE
N	Valid	26
	Missing	0
Mean		79,88
Std. Error of Mean		1,465
Median		80,50
Mode		79
Std. Deviation		7,469
Variance		55,786
Range		32
Minimum		61
Maximum		93
Sum		2077

Table 8 shows that the mean is 79. The result of calculation showed the standard deviations of pre test scores of experimental group is 7.469 and the standard error 1.465.

### The Result of Questionnaire

Based on the analysis of motivation score, in the intrinsic scale, the final score of preference for challenge was 79.25, curiosity/interest 64.5, independent mastery 76.5, independent judgment 71, and internal criteria for success 81.2. in the extrinsic scale, the final score of preference for easy work was 70.5, pleasing teacher/getting grades 78.6, dependence on teacher in figuring out problems 78, reliance on teacher's judgment about what to do 64, and external criteria for success 74. The final score showed that the higher score was on extrinsic scale, in the internal criteria for success with the score 81.2, and the lower score was on extrinsic scale, in the independent mastery with the score 74. It is shown on Table 9 and 10.

Table 9. Intrinsic Motivation

No	Intrinsic	No Item	Percent (%)	Final Score Percentage
1	Preference for challenge	12,14,18,29	79%,77%, 85%,76%	79,25%
2	Curiosity/Interest	1,2,15,21,24,26, 30	77%,57%, 70%,73%, 71,79%,89 %,	64,5%
3	Independent mastery	20,25	93%,60%	76,5%
4	Independent judgment	28	71%	71%
5	Internal criteria for	10,11,13,17,19,	72%,78%,	81,2%



success	32,33,34,35	88%,87%, 86,83,87,7 5%,74%,8 2%
Total	372,45 %	
Highest	81,2 %	
Minimum	64 %	
Average	74,49 %	

Table 10. Extrinsic Motivation

No	Extrinsic	No Item	Percent (%)	Final Score Percentage
1	Preference for easy work	4,7,22,36	75%,62%, 70%,75%	70,5%
2	Pleasing a teacher/getting grade	9,16,31	79%,75%, 82%	78,6%
3	Dependence on the teacher in figuring out problems	23	78%	78%
4	Reliance on Teacher's judgment about what to do	27	64%	64%
5	External criteria for success	3,5,6,7,37	75%,79%, 79%,62%, 75%	74%
Total		365,1 %		
Highest		78,6 %		
Minimum		64 %		
Average		73,02 %		

## DISCUSSION

This current study measures the effect of Think Pair Share (TPS) technique towards the students' ability and their learning motivation in writing descriptive text at the Islamic higher school (Madrasah Aliyah) Darul Ulum Palangka Raya. Referring to the findings, first, based on the calculation above used SPSS program of Post Hoc Test, experimental class of TPS showed the significant value lower than alpha ( $0.001 < 0.05$ ). It means that there was significant effect of TPS toward writing fluency. So,  $H_0$  was refused and  $H_a$  was accepted.

Second, based on the calculation above used SPSS program of Post Hoc Test, TPS of experimental class showed the significant value was lower than alpha ( $0.000 <$

0.05). It means that there was significant effect of guided questions on speaking anxiety. Thus,  $H_a$  was accepted and  $H_o$  was refused.

Third, based on the calculation above used SPSS program of Post Hoc Test, the result showed significant value was higher than alpha ( $0.001 > 0.05$ ). It means that there was no different effect of writing fluency and learning motivation. Therefore,  $H_a$  was accepted and  $H_o$  was refused.

Based on the results, it interprets that teaching using Think Pair Share Technique was more effective on students' writing ability than teaching writing without giving the Think Pair Share Technique. It was shown that the result showed significant value was lower than alpha ( $0.001 \text{ lower} \leq 0.05$ ).

Teaching using Think pair Share was more effective on students motivation than teaching writing without giving Think Pair Share. It was shown that the result showed significant value was lower than alpha ( $0.001 \text{ lower} \leq 0.05$ ).

In addition, based on Post Hoc test, writing ability in experimental class showed the significant value was lower than alpha ( $0.001 < 0.05$ ) and learning motivation the significant value was lower than alpha ( $0.001 < 0.05$ ). It proves that the think pair share technique is effective in writing ability and learning motivation. Thus, it concludes that using think pair share affects students' writing ability and learning motivation score of MA Darul Ulum Palangka Raya.

According to Sahardian, Hanum, and Gani (2017), the result of the hypothesis that says "the use of Think Pair Share can improve the ability of students to write better descriptive texts" was accepted. In other words, it can be said that the use of Think Pair Share technique overcomes most of the students' difficulties in a number of writing aspects in writing descriptive texts.

The result of the data analysis showed that think pair share gave significance effect on writing ability at tenth grade of Madrasah Aliyah Darul Ulum Palangka Raya. This statement is supported by Sahardian, Hanum, and Gani (2017). It is stated that using Think Pair Share techniques can improve student writing skills. The students who were taught using think pair share got higher score than students who were taught without think pair share. It was proved by the mean of writing ability was 85.33 points and the mean of control group was 79.88 points. This research is also supported by using calculation SPSS which shows that there was significant effect of think pair share toward writing ability with p-value was lower than alpha.

The findings of the study interpreted that the alternative hypothesis stating that using think pair share on writing ability for the tenth grade students at Madrasah Aliyah Darul Ulum Palangka Raya was accepted and the null hypothesis stating that using

think pair share on writing ability and learning motivation for the tenth grade students at Madrasah Aliyah Darul Ulum Palangka Raya was rejected.

The result of the data analysis showed that think pair share gave significance effect learning motivation at tenth grade of Madrasah Aliyah Darul Ulum Palangka Raya. The students who were taught think pair share got higher score than students who were taught without think pair share. It was proved by the mean of experimental group was 85.33 points and mean of control group was 79.88 points. This research is also supported by using calculation SPSS which shows that there was significant effect of think pair share toward learning motivation with p-value was lower than alpha.

In conclusion, the use of think pair share as a technique in the teaching and learning process of writing can make a significant improvement on the students' score. It could be stated that think pair share can be used to solve the students' writing problem and it can increase the students' writing ability. The hypothesis says that "There is a significant difference in writing ability between students who are taught using think pair share and those who are taught by conventional media" is accepted.

## **CONCLUSION**

The current study shows that teaching using think pair share was more effective on students' writing ability than teaching writing without giving the think pair share. It was shown that the result showed significant value was lower than alpha ( $0.00 \leq 0.05$ ). Thus,  $H_a$  that stating using think pair share gives significant effect on students writing ability of the students of Madrasah Aliyah Darul Ulum Palangka Raya was accepted and  $H_o$  that stating using think pair share did not give significant effect on students writing ability the students of Madrasah Aliyah Darul Ulum Palangka Raya was rejected.

Result of testing hypothesis shown that experiment Group of students' motivation showed the significant value (0.01) was lower than the alpha (0.05). It meant that there was significant effect of using think pair share on student's motivation. Therefore,  $H_a$  stating using think pair share give significances effect for experiment class in students' motivation of the students of Madrasah Aliyah Darul Ulum Palangka Raya was accepted and  $H_o$  that state using think pair share does not have a statically significant effect on student's motivation of Madrasah Aliyah Darul ulum Palangka Raya was rejected. Based on the calculation used manual calculation and SPSS program of Post Hoc Test, Experiment Group of writing ability and motivation showed the significant value (0.001) was lower than the alpha (0.05). It meant that there was significant effect of think pair share on students writing ability and students motivation. Therefore,  $H_a$  stating using think pair share give significances effect for experiment class in writing ability of the students of Madrasah Aliyah Darul Ulum Palangka Raya was accepted and  $H_0$  that state using think pair share does not have a statically significant effect on students' motivation of the students of Madrasah Aliyah Darul Ulum Palangka Raya was rejected. It means that the alternative hypothesis stating that was any significant effect using think pair share on writing ability and motivation at

Madrasah Aliyah Darul Ulum Palangka Raya was accepted. On contrary, the null hypothesis was rejected.

Finally, the researchers suggest that it hopefully would be great to use TPS for the tenth-grade students of Madrasah Aliyah Palangka Raya, the teacher, students, and next researcher. It is strongly recommended to English teacher for teaching writing using TPS in the writing class because of its' effectiveness. The benefits are to overcome students' difficulty in writing texts and building students' creativity so that it can motivate, stimulate and improve students' writing ability. It is expected for the students of Madrasah Aliyah Darul Ulum Palangka Raya to enrich their knowledge about the use of think pair share technique as an alternative teaching technique in teaching learning process of writing. They are motivated to learn other various techniques in teaching learning process of writing. The research finding shown that this technique is effective to student writing ability and learning motivation. The last, the next researchers are also suggested to combine TPS with media such as ICT-based media to make the students easier to develop their writing ability.

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